Interpreting Your District Continuum

Session 1 of 5

1-2:30 p.m. March 29, 2022
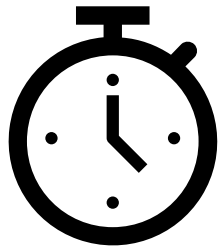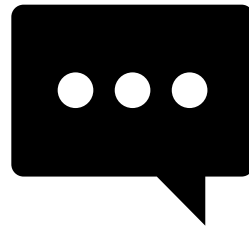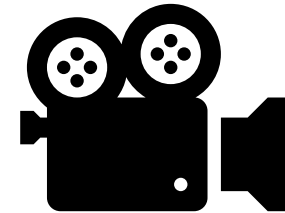
Housekeeping

First ~30 minutes:
Importance of the Continuum

Second ~30 minutes:
The data behind the Continuum

Questions welcome during Q&A!

Either click the raised hand icon or Insert comments into the chat during Q&A

Recording the meeting for **posting to ISBE's Equity webpage** for future viewing

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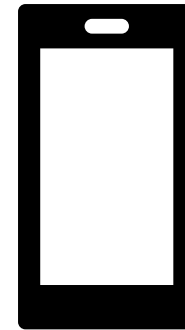
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Readying

Quiet yourself from distractions.

Have your DRVT open and your phone/computer ready to do some activities.

Thinking about Equity in Schools

- Go to www.menti.com

- What does equity mean to you?

What is Educational Equity?

Equity means having high expectations for every learner and ***providing supports and resources*** so each learner can meet those expectations.

Thinking about Equity in Schools

- How relevant does equity seem to be in your district right now?

- How high of a priority is equity for your district compared to the other priorities?

The Equity Journey Continuum

Equity in Your District

- What are your biggest concerns about educational equity in your district?

Equity in Your District

- Where do equity gaps show up in your district?

Equity in Your District

- Where are equity gaps the smallest in your district?

Equity Praxis

- Developing equity praxis among educational leaders focuses on 3 interlocking sets of equity expertise:
  - Equity practices
  - Equity awareness
  - Moral courage
- Cultivating equity praxis through 5 essential leadership practices:
  - Shared language and understanding
  - Equity analysis
  - Strategic equity change
  - Disrupting educational inequities
  - Advocate mindset
- Promoting equity praxis through sustained professional learning opportunities that are:
  - research-driven
  - culturally affirming
  - adult learning theory-based
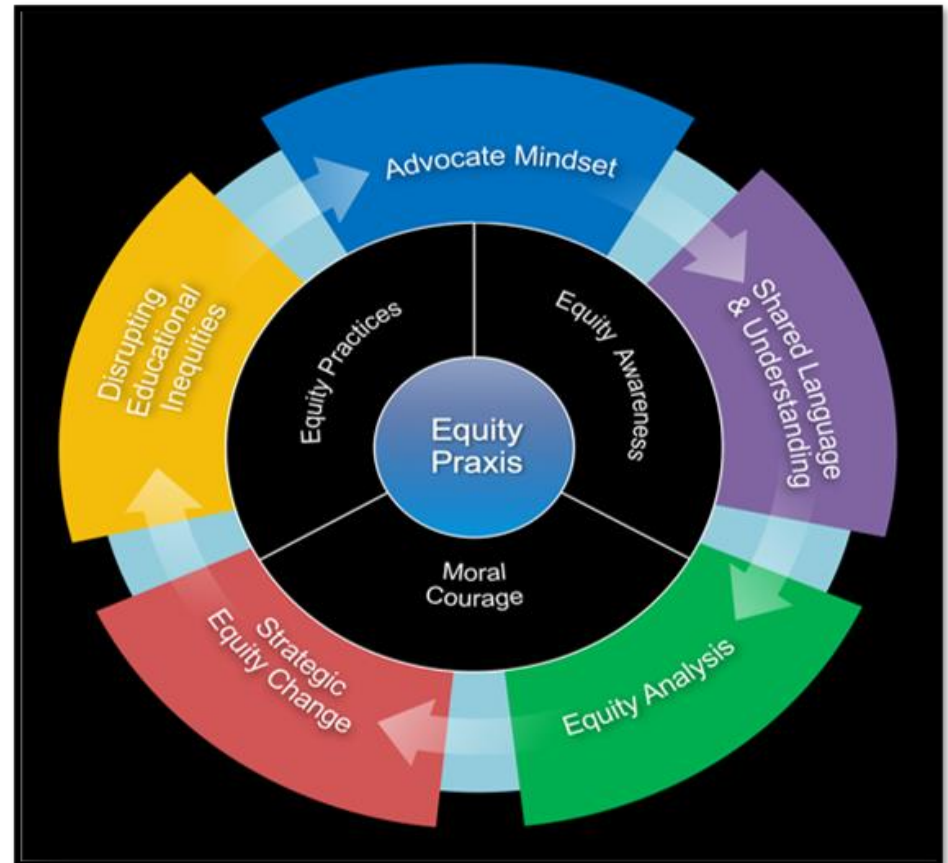
The Data Behind the Continuum

Public Information on the Report Card

Three Areas

Student Learning

Learning Conditions

Elevating Educators

Four Steps

1 Large Gaps in Equity

2 Moderate Gaps in Equity

3 Small Gaps in Equity

4 Minimal Gaps in Equity

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Sharing Information

The 2022 Illinois Report Card will include the Equity Journey Continuum for public viewing.
Only the district's location along the Continuum in the three overall areas of student learning, learning conditions and elevating educators will be displayed on the Report Card.

School district personnel will have full access to the metrics behind the continuum. (Found on the District Review and Verification Tool (DRVT)).

Breath break (1 minute)

Logging In to the DRVT

- The link to the DRVT is in MyIRC, a password-protected web resource for Illinois teachers and school administrators

  – This is NOT open to the public

- Teachers and Administrators who have an account can simply log in

- Those who do not have an account must create an account and request access

  https://www.illinoisreportcard.com/

Here's what you'll see...

Review and Verification

Welcome

This is a special release of the Data Review and Verification Tool. The purpose of this special release is to provide you an opportunity to review your data for the Equity Journey Continuum.

Please click Equity Journey Continuum on the next screen to view your district's steps along the continuum and the data upon which your district's steps were calculated. Learn more about the Equity Journey Continuum at **www.isbe.net/equity.**

The full traditional release of the Data Review and Verification Tool for the fall 2022 Illinois Report Card will take place in its traditional time in the summer of 2022. At that time, the Equity Journey Continuum data presented here will continue to be available to you for review.
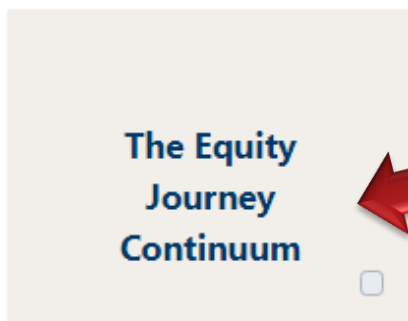
The Equity Journey Continuum

Click

Here's what you'll see...

The Equity Journey Continuum ☐ Reviewed

Equity is a journey. That journey will look different for each and every district.

The Equity Journey Continuum is an informational tool for districts to track their progress toward closing gaps in student achievement, opportunities, and supports. Through the lens of equity, the tool analyzes a continuum of district-level data points already collected and reported to ISBE to make that data more useful for improving outcomes for all students.

ISBE developed the tool using national research and examples from other states and refined the tool through a pilot with districts across Illinois. The equity elements included in the continuum are consistent statewide, measurable, and within each district's control. These data points illustrate a district's current progress in its equity journey — from Step 1 (large gaps) to Step 4 (minimal gaps) — in the three areas of ISBE's strategic plan: student learning, learning conditions, and elevating educators. The Equity Journey Continuum Rubric provides additional detail about the data elements.

The 2022 Illinois Report Card will publicly display a very high-level view of the Equity Journey Continuum: only the district's location along the continuum for each of the three areas of the strategic plan. School districts themselves will have access to the full spectrum of data and analysis, which you can preview below.

The 2022 Equity Journey Continuum uses data from the 2018-19 school year (2020-21 school year data for site-based expenditures) as there were disruptions in data due to the COVID-19 pandemic during the 2019-20 and 2020-21 school years. This data is used to place districts along the steps of the continuum.

The Equity Journey Continuum assists districts and their communities to make informed decisions about their district's equity strengths, opportunities for growth, access and supports, and to speak effectively about where to invest their equity efforts and resources to ensure students from all backgrounds can achieve high standards as districts move forward in their unique equity journey.

Learn more at www.isbe.net/equity. Ask questions by emailing equity@isbe.net.

For additional supporting information regarding the Equity Journey Continuum, please see:
- Glossary of Terms
- Business Rules in Determination of District Step Scores
- Business Rules in Determination of Composite Step Scores

			STEP 1: Large gaps	STEP 2: Moderate gaps	STEP 3: Small gaps	STEP 4: Minimal gaps	N/A Reason noted below
STUDENT LEARNING	Equity Elements	Data Elements	2.13				
LEARNING CONDITIONS	Equity Elements	Data Elements		2.56			
ELEVATING EDUCATORS	Equity Elements	Data Elements				4.17	

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Glossary of Terms

- Data Element
- Data Metric
- Data Review and Verification Tool
- Demographics
- Educational Equity
- English Language Arts (ELA) Proficiency
- English Learner
- Equity Element
- Gap
- Individualized Education Program (IEP)
- N/A Reason (on the DRVT)
- Narrative
- Race/Ethnicity
- Special Population
- Step

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EQUITY JOURNEY CONTINUUM
Terms and Definitions

General

Data Element
A category of information that relates to one of the three Equity Journey Conti... ...ing, Learning Conditions, and Elevating Educators) and is used in the calculation... ...ng the Equity Journey Continuum. These data are measurable; valid... ...d already collected, verified, and reported to ISBE...

Data Metric
A description of the data measu... ...ters that will be used for a data element to determine district placement along the Equity Jou... ...uum.

Found in the DRVT

Data Review and Verification Tool (DRVT)
The ISBE online tool used by districts to review calculated Report Card metrics in advance of the Report Card release. Information related to the Equity Journey Continuum is also provided for districts on the DRVT.

Demographics
Statistical characteristics relating to the population and particular groups within it.

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Student Learning

Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

Student Learning: Glossary

- ACCESS for ELLs 2.0
- Advanced Academic Program
- Adjusted Cohort Graduation Rate
- Advanced Placement (AP) Coursework Enrollment
- Cohort
- Eighth-Graders Passing Algebra I
- EL Progress to Proficiency on ACCESS for ELLs 2.0
- Former English Learners
- Free and Reduced-Price Lunch (FRPL)
- Graduation Rate
- Illinois Assessment of Readiness (IAR)
- Kindergarten Individual Development Survey (KIDS)
- KIDS Readiness
- KIDS Participation
- SAT

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Student Learning Data Elements: Review

3	**a. KIDS Readiness**	1. Mean percent difference of 8th-graders enrolled in Algebra I between non-special population and special population as well as white and all other races/ethnicities
5	**b. Assessment**	2. Percent of English Learner students making on-target annual progress to proficiency. This metric also includes percent of former EL students who exited from the EL program, remained enrolled in the same district, and received a passing grade of C or higher in ELA
2	**c. EL Progress to Proficiency & Former EL Performance in ELA Coursework**	3. Compares student readiness scores in the Kindergarten Individual Development Survey by special population and race/ethnicity
6	**d. Adjusted Cohort 4-Year Graduation Rate**	4. Compares early college coursework (AP, IB, dual) by special population and race/ethnicity
4	**e. Advanced Academic Programs**	5. Compares the Illinois Assessment of Readiness (IAR) growth and proficiency and SAT and Dynamic Learning Maps (DLM) proficiency by special population and race/ethnicity
7	**f. Eighth-Graders Passing Algebra I**	6. Compares 4-Year adjusted cohort graduation rates by special population and race/ethnicity
1	**g. Eighth-Graders Enrolled in Algebra I**	7. Percent difference of 8th-graders passing Algebra I between non-special population and special population as well as white and all other races/ethnicities

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Student Learning in the DRVT

			STEP 1: Large gaps	STEP 2: Moderate gaps	STEP 3: Small gaps	STEP 4: Minimal gaps	N/A Reason noted below
STEP 1: Large gaps	STEP 2: Moderate gaps	STEP 3: Small gaps	STEP 4: Minimal gaps	N/A			
STUDENT LEARNING	Equity Elements	Data Elements		2.56			
	Participation in High-quality Pre-K Programs	KIDS Readiness	1.0				
	Addressing Student Performance Gaps	Assessment: IAR, SAT, and DLM		2.8			
		English Learner Progress to Proficiency and Former EL Performance in English Language Arts Coursework			4.0		
		Eighth Graders Passing Algebra I	1.9				
	On-time Graduation Rates	Adjusted Cohort 4 Year Graduation Rate		3.2			
	Equitable Access to High-quality and Rigorous Curricula	Advanced Academic Programs		3.2			
		Eighth Graders Enrolled in Algebra I	1.9				

Steps

Continuum

Drilling Down: Data Element Details

| KIDS Readiness | | 1.0 | | | | |

KIDS Readiness	SY2019	Data State
Special Population Group - Participation Numerator	102	✓
Special Population Group - Participation Denominator	118	✓
Special Population Group - Participation Percentage	86.4%	✓
Special Population Group - Readiness Numerator	20	✓
Special Population Group - Readiness Denominator	102	✓
Special Population Group - Readiness Percentage	19.6%	✓

Learning Conditions

All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

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Learning Conditions: Glossary

- Climate Survey
- Climate Survey: Influence on Decision-Making in School
- Climate Survey: Parent Involvement
- Climate Survey Response: Involved Families
- Climate Survey Response: Parents
- Climate Survey Response: Students
- Climate Survey Response: Teachers
- Climate Survey: Supportive Environment
- Concentrated School
- Disproportionality
- Non-Concentrated School
- Site-Based Expenditure Reporting

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Learning Conditions Data Elements

- **Climate Survey Response Rates**:
  - Student climate survey response rates
  - Teacher climate survey response rates
  - Parent climate survey response rates
- **Climate Survey Ratings**:
  - Supportive Environment
  - Influence on Decision
  - Teacher-Parent Trust
  - Parent Involvement
  - Involved Families

- **Discipline Climate Rates:**
  - Expulsion
  - In-school suspension
  - Out-of-school suspension
- **Student Attendance**
- **Site-based expenditures**

EJC DRVT Learning Conditions

Drilling Down: Data Element Details

Out-of-School Suspension Rate		SY2019	Data State
Special Population Group - Number of students with out-of-school suspension		64	✓
Special Population Group - Number of students enrolled		1,237	✓
All other Races/Ethnicities Group - Number of students with out-of-school suspension		20	✓
All other Races/Ethnicities Group - Number of students enrolled		300	✓
All Student Group - Total students with out-of-school suspension		73	✓
All Student Group - Total students enrolled		1,905	✓

Out-of-School Suspension Rate   2.2

Elevating Educators

Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

Elevating Educators: Glossary

- Administrator

- Certified Staff

- Education/Experienced Teacher

- Out-of-Field Teacher

Elevating Educators Data Elements
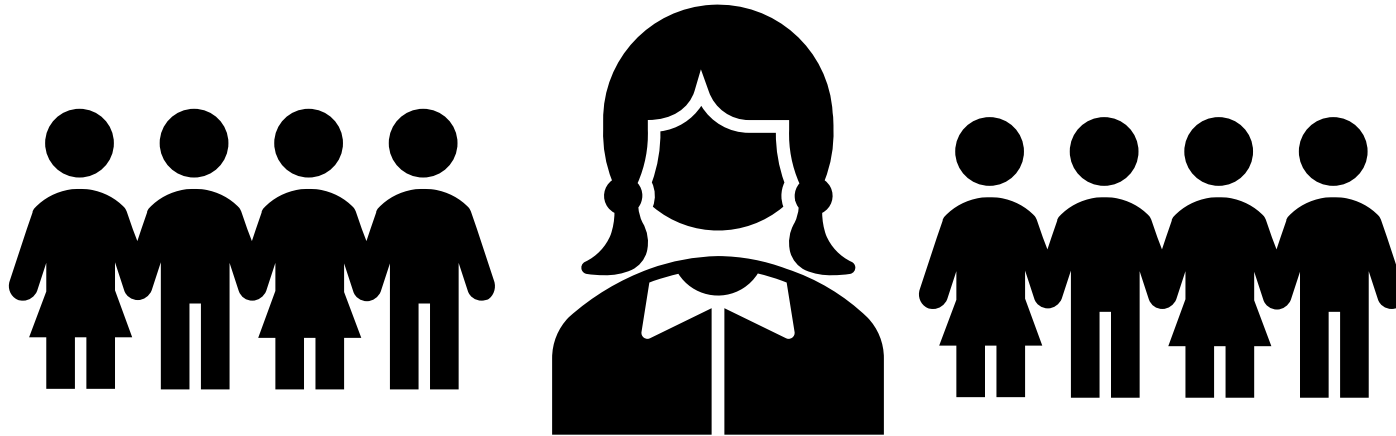
1. **Educator and Student**: Racial/ethnic demographics compared.
2. **Administrator and Student**: Racial/ethnic demographics compared.
3. **Teacher Education/Experience and Student**: At least one teacher with 4+ yrs experience and/or Masters+.
4. **Teacher Evaluation and Student**: Students who are taught by teachers with excellent or proficient rating.
5. **Teacher Out-of-Field and Student**: Students who are taught by an out-of-field teacher for at least 50 percent of their courses.

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EJC DRVT Elevating Educators

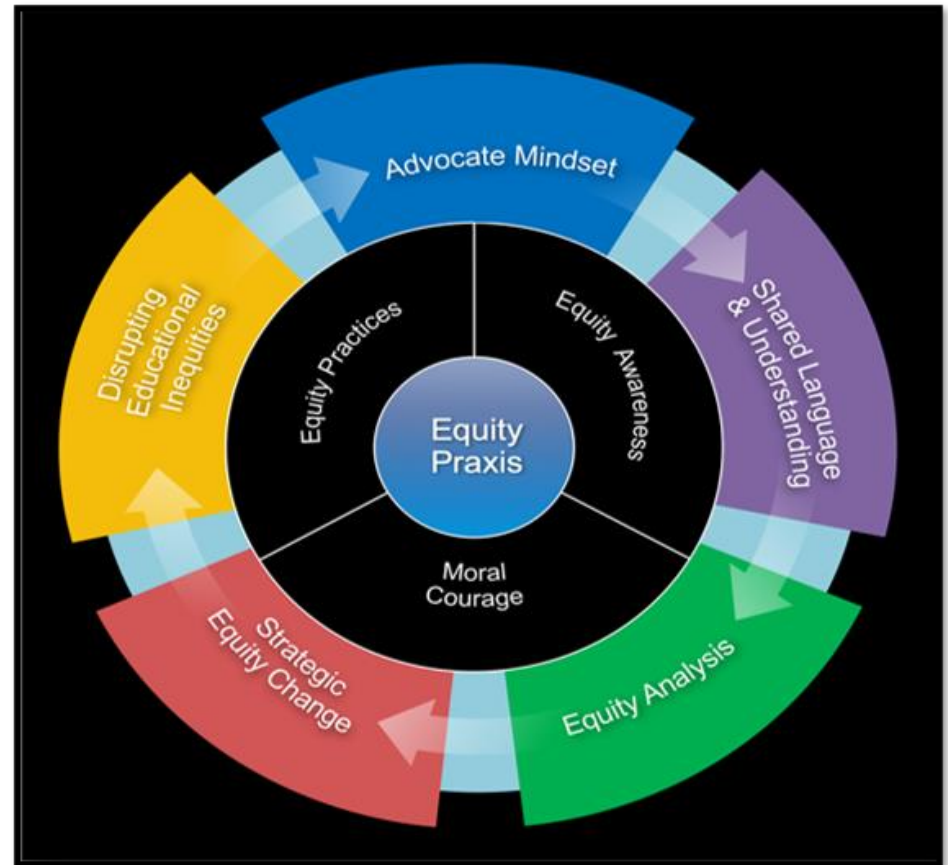|			STEP 1: Large gaps	STEP 2: Moderate gaps	STEP 3: Small gaps	STEP 4: Minimal gaps	N/A Reason noted below
ELEVATING EDUCATORS ⬇	**Equity Elements**	**Data Elements**				4.12	
	Educator Demographics	Educator and Student ➡				4.1	
	Administration and Leadership Demographics	Administrator and Student ➡			3.5		
	Access to Effective Teaching. Teacher Effectiveness	Teacher ➡ Experience/Education and Student				4.5	
		Teacher Evaluation and Student ➡			4.0		
		Teacher Out-of-Field and Student ➡				4.5	

Steps

Continuum

Drilling Down: Data Element Details

Equity Praxis

- Developing equity praxis among educational leaders focuses on 3 interlocking sets of equity expertise:
  - Equity practices
  - Equity awareness
  - Moral courage
- Cultivating equity praxis through 5 essential leadership practices:
  - Shared language and understanding
  - Equity analysis
  - Strategic equity change
  - Disrupting educational inequities
  - Advocate mindset

Next Steps

- Learn more deeply about each of the three areas:
  - **Session 2**: Focusing on the Student Learning Area
  - **Session 3**: Focusing on the Learning Conditions Area
  - **Session 4**: Focusing on the Elevating Educators Area
  - **Session 5**: Sharing the Continuum with your administrative team

  - Each session will be split into two halves:
    - First half-hour: The importance of the topic/area
    - Second half-hour: The numbers behind the topic/area

Open Forum: Continuing Q&A